

Hunter-Kinard-Tyler High

7066 Norway Road
Neeses, South Carolina 29113

Grades 7-12 Middle School

Enrollment 332 Students

Principal Dr. Fred Moore 803-263-4832

Superintendent Dr. Darrell Johnson 803-534-8081

Board Chair Mr. Aaron Rudd 803-534-8081

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

UNSATISFACTORY

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	0	2	15	42

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

YES

This school met 5 out of 5 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Below Average	Unsatisfactory	No
2004	Below Average	Good	Yes
2005	Below Average	Good	Yes
2006	Unsatisfactory	Unsatisfactory	Yes

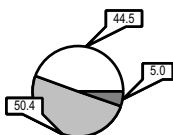
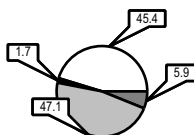
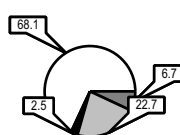
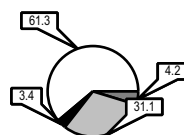
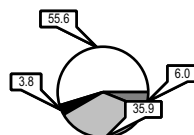
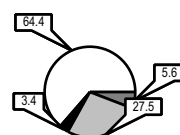
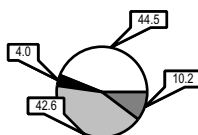
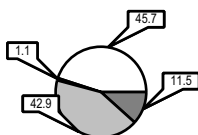
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

97.5%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Middle Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

END OF COURSE TESTS

Percent of students scoring 70 or above on:

	Our School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	83.1	92.0
English 1	56.3	82.8
Biology 1/Applied Biology 2	28.6	38.6
Physical Science	19.4	26.6
All Subjects	50.6	84.2

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	131	98.5	44.1	50.8	5.1	0.0	11.9		
Gender									
Male	73	98.6	46.9	50.0	3.1	0.0	7.8		
Female	58	98.3	40.7	51.9	7.4	0.0	16.7		
Racial/Ethnic Group									
White	26	100.0	45.0	45.0	10.0	0.0	20.0		
African American	105	98.1	43.9	52.0	4.1	0.0	10.2		
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Disability Status									
Not Disabled	112	99.1	35.3	58.8	5.9	0.0	13.7		
Disabled	19	94.7	N/AV	N/AV	N/AV	N/AV	N/AV		
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	131	98.5	44.1	50.8	5.1	0.0	11.9		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Limited English Proficient	131	98.5	44.1	50.8	5.1	0.0	11.9		
Socio-Economic Status									
Subsidized meals	113	99.1	48.0	48.0	3.9	0.0	8.8		
Full-pay meals	17	100.0	18.8	68.8	12.5	0.0	31.3		

Mathematics – State Performance Objective = 36.7%									
All Students	131	98.5	44.9	47.5	5.9	1.7	12.7		
Gender									
Male	73	98.6	43.8	50.0	4.7	1.6	10.9		
Female	58	98.3	46.3	44.4	7.4	1.9	14.8		
Racial/Ethnic Group									
White	26	100.0	25.0	55.0	10.0	10.0	25.0		
African American	105	98.1	49.0	45.9	5.1	0.0	10.2		
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Disability Status									
Not Disabled	112	99.1	36.3	54.9	6.9	2.0	14.7		
Disabled	19	94.7	N/AV	N/AV	N/AV	N/AV	N/AV		
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	131	98.5	44.9	47.5	5.9	1.7	12.7		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Limited English Proficient	131	98.5	44.9	47.5	5.9	1.7	12.7		
Socio-Economic Status									
Subsidized meals	113	99.1	48.0	45.1	5.9	1.0	12.7		
Full-pay meals	17	100.0	25.0	62.5	6.3	6.3	12.5		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	131	98.5	67.8	22.9	6.8	2.5	9.3
Gender							
Male	73	98.6	68.8	21.9	6.3	3.1	9.4
Female	58	98.3	66.7	24.1	7.4	1.9	9.3
Racial/Ethnic Group							
White	26	100.0	55.0	10.0	25.0	10.0	35.0
African American	105	98.1	70.4	25.5	3.1	1.0	4.1
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	112	99.1	62.7	26.5	7.8	2.9	10.8
Disabled	19	94.7	N/AV	N/AV	N/AV	N/AV	N/AV
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	131	98.5	67.8	22.9	6.8	2.5	9.3
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	131	98.5	67.8	22.9	6.8	2.5	9.3
Socio-Economic Status							
Subsidized meals	113	99.1	70.6	21.6	5.9	2.0	7.8
Full-pay meals	17	100.0	50.0	31.3	12.5	6.3	18.8

Social Studies							
All Students	131	98.5	61.0	31.4	4.2	3.4	7.6
Gender							
Male	73	98.6	51.6	35.9	7.8	4.7	12.5
Female	58	98.3	72.2	25.9	0.0	1.9	1.9
Racial/Ethnic Group							
White	26	100.0	40.0	40.0	10.0	10.0	20.0
African American	105	98.1	65.3	29.6	3.1	2.0	5.1
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	112	99.1	54.9	36.3	4.9	3.9	8.8
Disabled	19	94.7	N/AV	N/AV	N/AV	N/AV	N/AV
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	131	98.5	61.0	31.4	4.2	3.4	7.6
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	131	98.5	61.0	31.4	4.2	3.4	7.6
Socio-Economic Status							
Subsidized meals	113	99.1	63.7	29.4	4.9	2.0	6.9
Full-pay meals	17	100.0	43.8	43.8	0.0	12.5	12.5

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	73	98.6	52.2	44.9	2.9	0.0	2.9
2006	8	64	98.4	47.5	45.8	6.8	0.0	6.8
	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	7	65	96.9	51.7	41.4	6.9	0.0	6.9
	8	66	100.0	36.7	60.0	3.3	0.0	3.3
Mathematics								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	73	98.6	49.3	43.5	4.3	2.9	7.2
2006	8	64	98.4	32.2	49.2	15.3	3.4	18.6
	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	7	65	96.9	53.4	34.5	8.6	3.4	12.1
	8	66	100.0	36.7	60.0	3.3	0.0	3.3
Science								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	73	98.6	62.3	37.7	0.0	0.0	0.0
2006	8	64	98.4	72.9	25.4	1.7	0.0	1.7
	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	7	65	96.9	67.2	17.2	10.3	5.2	15.5
	8	66	100.0	68.3	28.3	3.3	0.0	3.3
Social Studies								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	73	98.6	62.3	29.0	5.8	2.9	8.7
2006	8	64	98.4	54.2	44.1	0.0	1.7	1.7
	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	7	65	96.9	75.9	19.0	1.7	3.4	5.2
	8	66	100.0	46.7	43.3	6.7	3.3	10.0

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 332)				
Students enrolled in high school credit courses (grades 7 & 8)	11.6%	Up from 2.9%	9.4%	16.7%
Retention rate	7.0%	Down from 10.5%	3.8%	2.5%
Attendance rate	96.7%	Down from 97.0%	95.6%	96.0%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	Down from 11.1%	0.4%	0.9%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	Down from 12.6%	0.4%	1.0%
Eligible for gifted and talented	6.3%	Up from 4.3%	8.3%	15.6%
On academic plans	53.5%	N/AV	52.6%	39.9%
On academic probation	34.9%	N/AV	0.4%	0.7%
With disabilities other than speech	15.3%	Down from 16.3%	13.5%	12.4%
Older than usual for grade	10.5%	Down from 12.5%	8.0%	4.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.3%	Up from 0.0%	1.4%	0.9%
Annual dropout rate	0.0%	No change	0.0%	0.0%
Teachers (n= 35)				
Teachers with advanced degrees	65.7%	Down from 72.7%	52.5%	52.4%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	21.2%	N/A	14.1%	9.1%
Teachers with emergency or provisional certificates	12.9%	Up from 6.7%	13.3%	5.6%
Teachers returning from previous year	73.9%	Down from 77.0%	78.8%	84.6%
Teacher attendance rate	97.6%	Up from 97.3%	94.6%	94.8%
Average teacher salary	\$43,686	Up 0.1%	\$40,629	\$42,267
Prof. development days/teacher	10.9 days	Down from 20.1 days	11.8 days	11.9 days
School				
Principal's years at school	3.0	Up from 2.0	2.0	3.0
Student-teacher ratio in core subjects	20.3 to 1	Down from 21.1 to 1	19.5 to 1	21.1 to 1
Prime instructional time	92.8%	Up from 88.8%	87.9%	89.0%
Dollars spent per pupil*	\$12,804	Up 20.8%	\$6,978	\$6,243
Percent of expenditures for teacher salaries*	42.3%	Down from 50.8%	56.0%	59.8%
Percent of expenditures for instruction*	52.1%		64.0%	65.2%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	79.4%	Up from 71.9%	95.1%	97.4%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Excellent	No change	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	6.2%
Classes in high poverty schools not taught by highly qualified teachers	19.3%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Hunter-Kinard-Tyler High School strives to prepare students to become successful, productive citizens in a global society and to reach their fullest potential by providing a broad and flexible curriculum that incorporates technical experiences in a safe and orderly environment. We believe also that diversity contributes to an enriched society. The H-K-T staff encourages students to reach their fullest potential by providing a sound, challenging, and researched-based instructional program. Instruction is data and standards-driven. Various teaching strategies and resources such as curriculum maps, Plato, MAP testing, and differentiated instruction are used to enhance student learning. In addition, the use of Accelerated Math and Reader programs play vital roles in strengthening the students' math and reading skills. Kaplan continues to be utilized to prepare students to take the SAT / ACT, and 75% of the senior class enrolled in college.

In keeping with H-K-T's motto, Promoting excellence, we believe that all individuals can learn and that learning is a lifelong process. Again this year Hunter-Kinard-Tyler met AYP; the middle school earned the Palmetto Silver Award; we improved on standardized test results, utilized technology resources, and provided job shadowing experiences, career development opportunities, and extracurricular activities. Our athletes performed very well in the classroom and on the courts and playing fields this year. The girls' basketball team repeated as state champions.

Parents, teachers, students and the community have an important role in education. Together, we can educate successful, productive members of society. We must work together because all people have value and can make worthwhile contributions. We look forward to our continued partnerships at Hunter-Kinard-Tyler High School where we are Promoting Excellence.

Titus Duren, Principal
William Ray, School Improvement Council

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	26	46	58
Percent satisfied with learning environment	80.8%	64.4%	81.0%
Percent satisfied with social and physical environment	88.5%	69.8%	72.4%
Percent satisfied with school-home relations	52.2%	88.4%	77.2%

*Only students at the highest middle school grade level at this school and their parents were included.